R E P O R T R E S U M E S

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THE INSTRUCTIONAL MATERIALS CENTER.

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THIS BULLETIN PRESENTS RECOMMENDATIONS WITH REGARD TO PROGRAM, PERSONNEL, AND FACILITIES FOR AN INSTRUCTIONAL MATERIALS CENTER. IT INCLUDES UTILIZATION, MATERIALS, FACILITIES, ORGANIZATION AND LAYOUTS FOR AN INSTRUCTIONAL MATERIALS CENTER. CASE STUDIES AND EXAMPLES ARE PROVIDED FOR MAKING THE MAXIMUM POSSIBLE USAGE OF THE CENTER WITHIN BOTH THE SCHOOL AND THE COMMUNITY. (BD)

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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THE INSTRUCTIONAL MATERIALS CENTER

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FOREWORD

In the everchanging complex of education one central fact emerges, the sheer quantity of instructional materials is rapidly and constantly expanding.

School administrators are faced with the problem of utilizing this mass of material to its fullest extent. For such utilization it is necessary that an operational program be developed; competent personnel be engaged; and physical facilities be provided for such use.

This bulletin is being published to bring to educators in one publication the current thinking in the areas of operation, staffing and plant as it affects the instructional materials philosophy of curriculum development. It is hoped that every administrator will find ideas herein to increase the effectiveness of his total educational program.

THE INSTRUCTIONAL MATERIALS CONCEPT

The instructional materials center concept has developed in response to the continuing search for better educational programs which unify the many school resources, namely audio visual materials and printed materials. It says, in essence, that good teaching in today's schools requires effective use of the best in learning materials and tools.

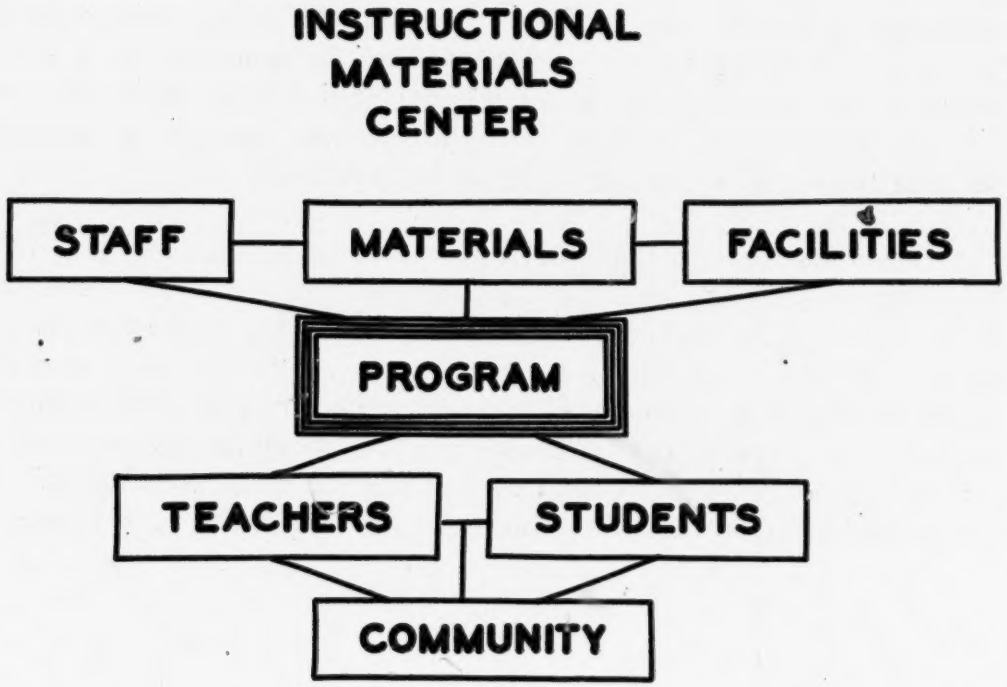
Printed materials are normally made available through the school library which is almost universally included in school design at both the elementary and secondary level. Until recently audio visual materials and equipment were separately housed and administered. Usually the audio visual room was located in the administrative suite. In many cases this condition led to a lack of coordination between the two services. With the increasing recognition of the importance of all types of instructional materials better coordination has been achieved by combining both library and audio visual resources into a single instructional materials center, adequately housed and competently staffed.

There are three aspects of instructional materials that should concern the school administrator. First, materials acquired and used are of good quality, second, that the materials are readily available to teachers and students; and, third, that the materials are effectively used in the learning process. These three aspects, although different, are closely interrelated. Strong educational assistance and guidance to teachers are fundamental to a good instructional materials program. Without supervisory assistance of a high professional nature, the educational benefits of making materials available are not likely to be realized.

There are several types of instructional materials centers. The building center may operate independently or as one of several units in a district instructional materials program. A district center may serve as a central administrative and service unit serving satellite building centers. A regional center may provide common services to several school districts. The services and activities of the instructional materials center and the competencies of its personnel will vary as to the nature of the program it is to operate.

PROGRAM

Effective use of an Instructional Materials Center is dependent on the physical facilities, materials and equipment it contains, and staff. Equally important is the type of leadership exerted by the building administrator. A building administrator can increase the value of an Instructional Materials Center by using it to help him implement further a sound philosophy of education, by working with his staff to encourage understanding and wise use of the Center, and by insuring that the materials and services of the Center are readily accessible to students and staff. In brief--



(1) An Instructional Materials Center can operate more effectively if the staff believes that--

setting tasks, searching for answers, and reaching conclusions are important experiences for students.

students learn from a variety of experiences derived from projected, recorded, and printed materials.

the materials of instruction should be in keeping with the individual needs, interests, and abilities of students and in keeping with the basic program of instruction for the school.

learning will be enhanced by their working with students in the Center and the classroom in cooperation with the instructional materials specialist.

students should be permitted to delve deeply into areas of special interest to them.

motivation is important to learning and that a varietyof materials can augment motivation and increase learning.

(2) An Instructional Materials Center will be used effectively if the building administrator works to encourage his staff to understand and use wisely the Instructional Materials Center. Staff members will consider the Instructional Materials Center valuable if the building administrator--

makes specific plans for in-service training, orientation, and guidance to encourage teachers to use the Instructional Materials Center and its services in their teaching.

views the instructional materials specialist as a person who can and should contribute to the in-service training of teachers.

invites the instructional materials specialist to serve as a member, with special information about materials, on curriculum committees.

involves classroom teachers in the selection and evaluation of materials under the guidance of the instructional materials specialist.

encourages teachers to use the Instructional Materials Center for their own professional growth.

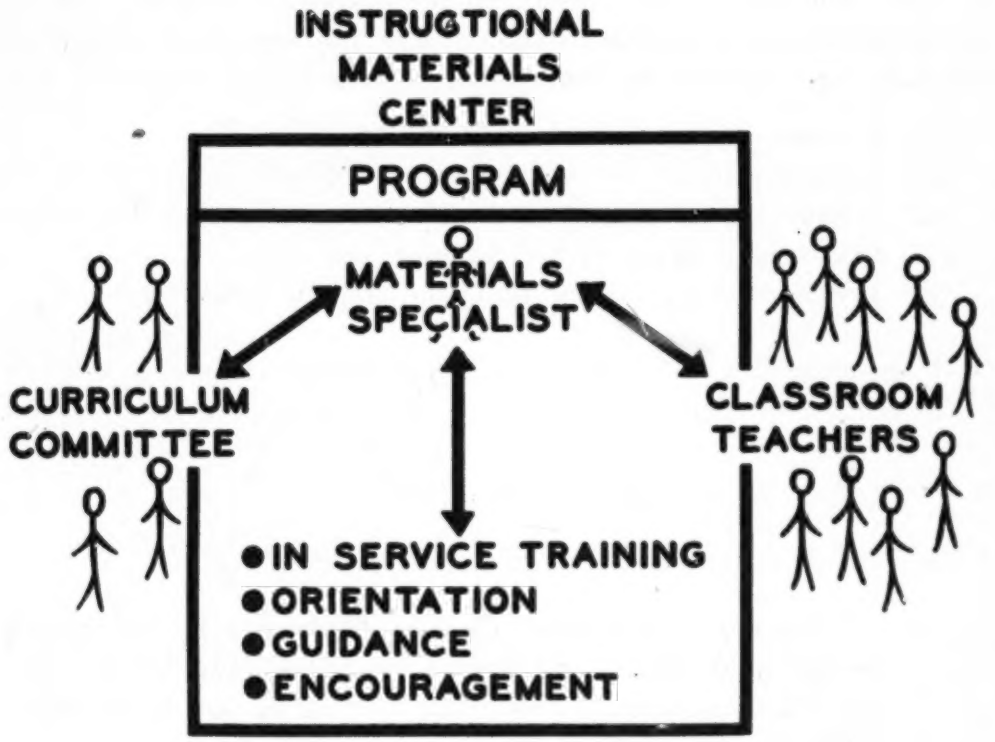
(3) An Instructional Materials Center to be effective must make its materials and services accessible to students and teachers. A Center can be considered accessible if provision is made for--

adequate space so that students can work in the Center when they need to.

varied materials in quantity so that they are available as needed both in the Center and in the classroom.

adequate professional and clerical staff so that guidance and service are available as required.

the Center to be open and adequately staffed during the school day and after school hours as needed.



To promote the effective use of the Instructional Materials Center some specific examples are presented of techniques which may be evolved. Case histories and other illustrations presented here are not intended to imply that these are the only correct approaches but rather are intended to stimulate further thinking on on the part of administrators and faculty toward the methods most advantageously designed for their building and program. The new trends which are evident in the school programs for today and tomorrow necessitate the development of a resource center in every school.

Case Studies

The function of the Instructional Materials Center can be illustrated through concrete examples. For this purpose four typical situations are chosen to demonstrate the services provided for:

(a) A class project in a classroom situation.
(b) A class project in the Instructional Materials Center.
(c) A small group working in the Instructional Materials Center to assemble material for class presentation.
(d) Teachers using the Instructional Materials Center.

This selection is limited; but, by sampling various activities in different subject-matter fields and at different grade levels, it is hoped that the function of the Instructional Materials Center in the total school program may be visualized.

(a) Activity in the Classroom with the Entire Class

Noting that United Nations Week will be celebrated in the near future and having discussed the UN briefly, Mr. Hart and his class plan a program to study World Understanding. Together they set up some questions to answer and areas to explore. Mr. Hart next goes to the school's Materials Center where he consults Mr. Baker, the coordinator of the Center, about available, appropriate materials.

Later, Mr. Hart reports to the class the kinds of materials which can be procured: books, periodicals, pictures, clippings, pamphlets, filmstrips, films, recordings, tapes, flags, and the equipment necessary to use them. Also he reports that Mr. Baker has volunteered his services to assist in the design and production of original materials and that tentative dates for the use of the materials have been established. Now, the next responsibility belongs to the class.

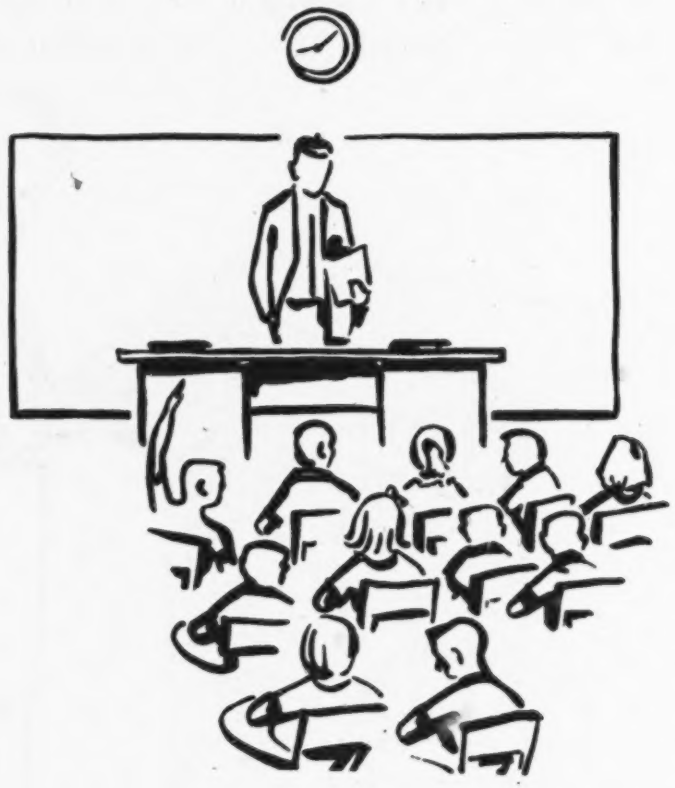
UTILIZATION EXAMPLES

I. In the classroom
II. Class visits Center
III. Class committee
IV. Direct teachers use

Again, in a total group with Mr. Hart, more specific aims are developed and basic ideas considered as to a method of approach to the problem. The class decides that such areas as clothing, homes, food, etc., are to be discarded in favor of studying about attitudes, beliefs, and characteristics with emphasis upon contributions made to humanity by every nationality, culture, and creed.

It is agreed that before another culture can be understood each person's worth as an individual must be established. Ann suggests the book People are Important by Evans can well be a starting place. Don thinks that You and the United Nations by Fisher would point out that the

contribution of every person is important. Mary remembers that she saw a filmstrip of some French children and that she felt much closer to them when she realized that they were playing "stoop-tag" just as she and her friends played the game. Bill asks whether she could locate this filmstrip so that the entire class might look at it. Mary is sure that the Materials Center will have this information and that Mr. Baker will show her how to use the projector.



Pete knows that an oral presentation is difficult for him so he plans to arrange a conference with Mr. Baker and Miss Shaw, of the Art Department, to ask their assistance in preparing transparencies. He also considers suggesting to his friend Tom that the latter's ability as an

amateur photographer can be improved by advice from the Materials Center staff and they can then work out a unit together.

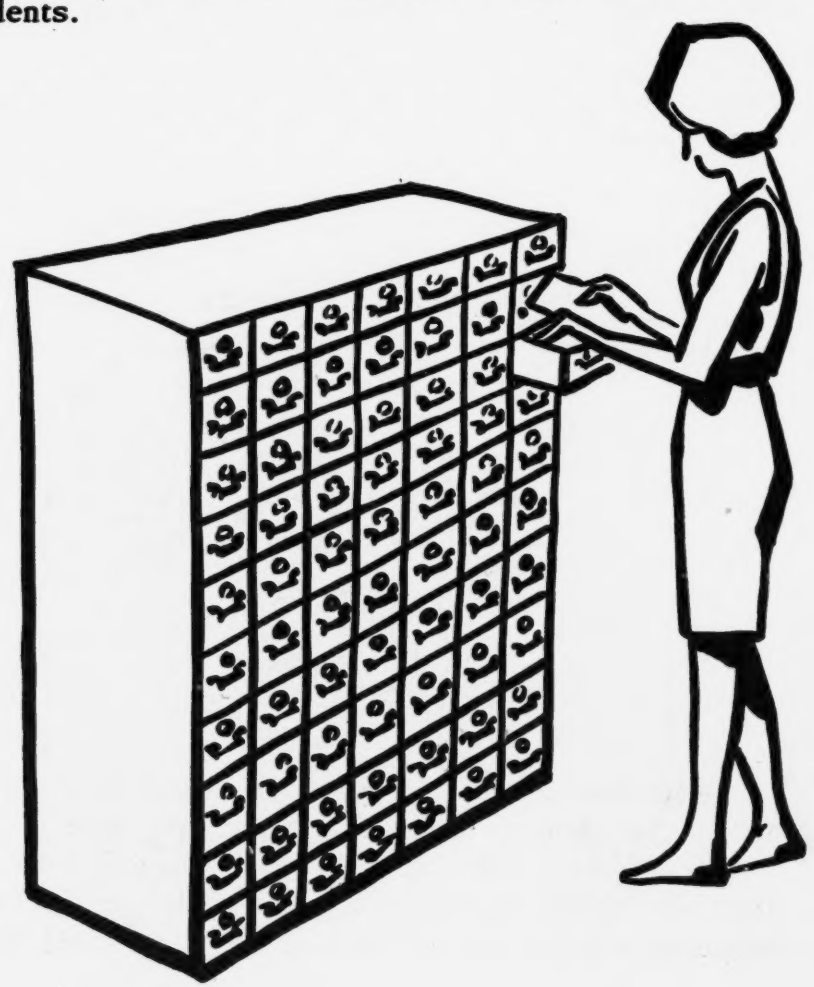
When the committees have been formed, each group goes about studying its individual problem. Group A finds the file of Resource People which had been compiled in the Center and calls the class together to hear Mrs. Williams talk about her participation in a group at the UN building. This talk is put on tape, with Mr. Baker's help, to be used for further reference. Pleased with this success, another parent is invited to play the recordings of native songs which she had brought home from South America. Her name, with the exhibit materials she had shown to the class, is added to the file of resource people.

These firsthand experiences make the printed materials more alive and meaningful, and the class uses great quantities which they locate through the card catalog. The students are glad to discover all materials on one subject listed together so that many kinds of materials can be considered. Mr. Baker is very helpful in finding sources for free and inexpensive materials, and much is ordered.

As Mr. Hart encourages and guides the study, he and Mr. Baker have frequent conferences to suggest new ideas and to bring new materials to the attention of the class.

Together they teach students to use reference materials, indexes, files, and equipment as the need arises. Much creative activity takes place and the Instructional Materials coordinator is a frequent visitor to the classroom as a consultant.

This cross-media approach to learning both challenges and gives increased dimension to the study and meets the individual differences of children. It provides for the variety of learning abilities within the class and gives breadth and depth to the concepts being formulated by the students.



In summary, these activities by and materials from the Instructional Materials Center can aid in developing an entire classroom study unit:

(1) The teacher confers with the coordinator of the Center for general planning in the selection, evaluation, and use of materials.

(2) The materials available are determined with the possible dates for their use.

(3) The kinds of materials available for use include, among others:

Books and pamphlets
Bulletin board material
Charts
Clippings
Community resources file
Demonstrations
Display material
Dramatization ideas
Exhibits
Felt materials
Field trip file
Filmstrips
Free and inexpensive materials
Globes
Graphics
Maps
Microfilm
Models
Motion pictures and kinescopes
Murals
Objects
Overlays and transparencies
Periodicals
Pictures
Photographs
Posters
Programed instruction
Radio broadcast schedules
Recordings
Scripts
Slides
Specimens
Stereoscope material
Tapes
Television schedules

KINDS OF MATERIALS

I. COMMUNITY RESOURCES
II. DEMONSTRATIONS OR DRAMATIZATION
III. EXHIBIT
IV. GRAPHIC MATERIALS
V. MAPS AND GLOBES
VI. MODELS AND ACTUAL OBJECTS
VII. MOTION PICTURES
VIII. PRINTED
IX. RADIO AND TELEVISION
X. SLIDES AND FILMSTRIPS
XI. TAPES AND RECORDS

(4) Provision is made for individual differences, self-direction, and interest.

(5) The community is involved through field trips and resource people.

(6) A complete index to available materials is consulted to determine the type and quantity of materials available.

(7) The skills necessary for the use of the materials and the equipment are taught by the teacher and the Instructional Materials coordinator.

(8) The Instructional Materials Center coordinator is an active consultant in the classroom to answer questions, to suggest new materials, to help in making community contacts, to assist in certain group activities, and to aid in the development of individual skills through the production of original materials.

(9) The conferences between the teacher and the Instructional Materials Center coordinator are continued until the study is completed.

(b) Total Class Activity in the Instructional Materials Center

Barbara Brown collapses into a chair in the Instructional Materials Coordinator's office. "Those children are clamoring for more information on pioneer life and particularly about early settlers in this area. The cart of materials you helped me select was a wonderful start, but it's evident these kids want to go deeper. Can you help?" "Of course," smiled Grace Kent. "Tell me what has been happening so far and what the needs of your group are."

There follows a discussion and planning session with the result that Miss Brown and her total class will come to the Materials Center the next week. The class will explore the printed and audio-visual resources on pioneer life available in the Center and receive Mrs. Kent's assistance in locating materials available from outside sources for each of the interest groups.

Soon after their talk, Mrs. Kent reserves time on her schedule for Miss Brown's class and then calls the system's Instructional Materials Center to make arrangements for items housed there to be brought to her school by the intra-system delivery truck. She also calls the public library and talks about the materials and services which can be made available there for Miss Brown's class and in particular to the group studying early settlers.

Mrs. Kent surveys the appropriate materials in the Center and reviews the items sent from the system's collection. Next, she investigates the professional materials and finds some excellent ideas on how to culminate the unit. These she will discuss with Miss Brown.

When Miss Brown arrives with her class, a wide variety of materials tailored to their interests, needs, and abilities are available for the groups. In addition to trade, text,

and reference books, tapes of interviews with older residents are on hand. Recorded dramatizations, films, and filmstrips of pioneer life are also reviewed by the pupils.

Billy, chairman of the group on pioneer recreation, waits while Mrs. Kent helps a youngster from the group on pioneer dress use the Reader's Guide to Periodical Literature and then asks earnestly, "Can you help us? We're stuck."

Mrs. Kent accompanies Billy to one of the conference rooms where the committee members are in a heated discussion. Mrs. Kent listens and then asks, "Since you've been discussing how the early settlers combined fun and work through husking bees, quilting bees, and barn rais-

ings, can your group write and perform a play to show how pioneers did this?" The group eagerly agrees. Mrs. Kent secures a copy of a play for them so that they can see the form in which a drama is written. She leaves them to help another group, after promising to give them some assistance later in getting information they will need to make the model barn to be raised during their play. They need research sources at their various reading levels which tell about the size and type of the barn commonly used during that period and about the construction methods used. She needs to consult with the shop man, Mr. White, about "building" materials which will be suitable, yet easy for fifth graders to handle.

Mrs. Kent and Miss Brown continue to circulate in the Center, answering questions and giving aid. Where pupils' need for material is not satisfied, the Instructional Materials coordinator makes an effort to secure additional items from outside sources. Many of the materials the pupils discover in the Center are checked out to their classroom.

Throughout the entire unit Mrs. Kent works closely with the children individually, in groups, and with the class as a whole, and acts as a resource person for Miss Brown.

Although the example used here shows the role of the coordinator and the Instructional Materials Center in assisting in a fifth grade integrated unit, other classes come to the Instructional Materials Center for assistance in all subject matter areas on all grade levels. Briefly, a class may come to the Instructional Materials Center.

(1) To secure information on topics under study.

(2) To have a story-telling experience.

(3) To make use of the Center's printed, visual, and auditory reference material.

(4) To secure material for recreational and interest reading.

(5) To view exhibits and displays.

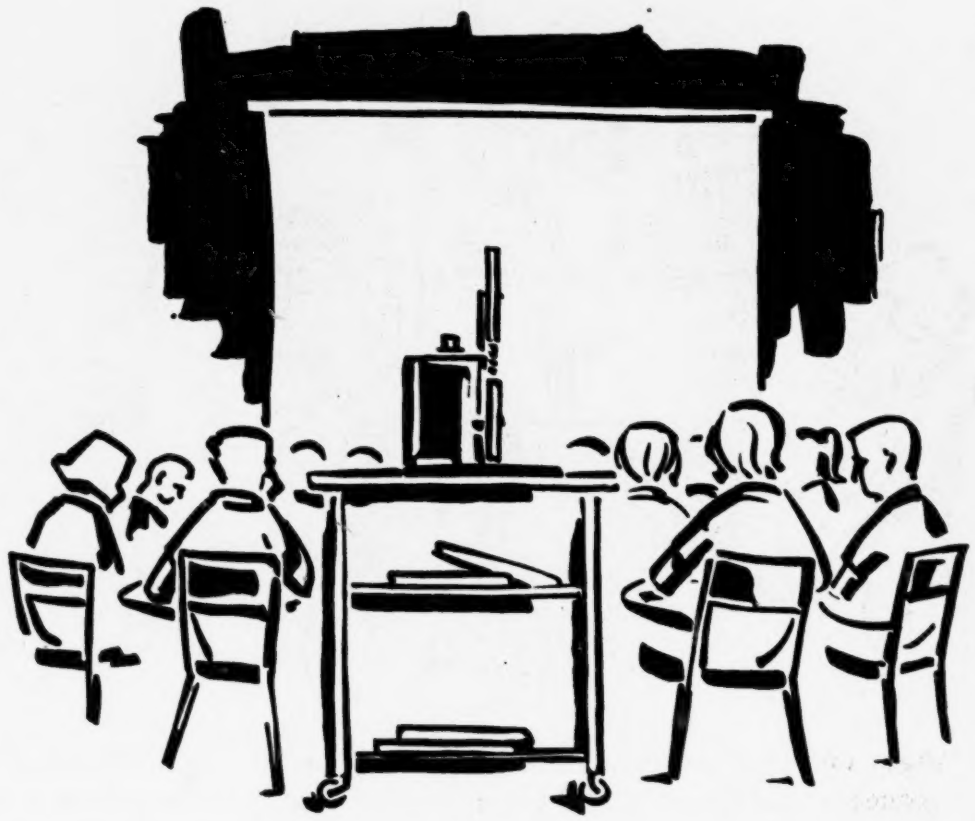
(6) To be oriented to the Instructional Materials Center facilities and services.

and the Instructional Materials Center can furnish to the class

(1) A wide range of all types of instructional materials suitable to the needs, abilities, and interests of each youngster.

(2) Specialized help for teachers in the selection, evaluation, and use of instructional materials.

(3) Services, materials, and information that the individual teacher does not have the time, skill, or knowledge to secure and organize for herself.



(4) Conference room facilities and provision for listening and viewing.

(c) Small Group Activity in the Instructional Materials Center

Three high school students approach the coordinator of the Instructional Materials Center. Jim says, "We are to report to the rest of our class in Conservation the reasons why southern California towns pipe water hundreds of miles when the whole ocean is nearby. Why can't the salt be removed from the ocean water and the people use that water?"

The first question which Mrs. White asks is, "Where have you looked?"

"We looked in our textbook and in the encyclopedia; but most of the information was about dams, flood control, and where water was found.

"Do you know where southern California now gets its water?"

"Yes, and we know that Arizona is going to take some of the water which has been going to California so that California has to find a new source of supply."

"Then you can turn to the other half of your problem, can't you?"

After several additional questions and answers the students decide they need to learn about methods for removing salt from the sea water. They are referred to several books which describe the various methods used and to the Reader's Guide to Periodical Literature for recent magazine material on the subject, and to the Educational Media Index for other materials. The students are told that if they find some good pictures of the processes, they can use an opaque projector to show them to the class and that they can look in the card catalog to see what filmstrips or films the school district owns.

Several days later the students come to the Instructional Materials Center coordinator and report that they have the information they need but want a good way to show the class the differences in cost between piped-in water and demineralized sea water. They also need to show how much water costs people who live in arid parts of the country in contrast to the cost where water is more plentiful.

After discussion they decide on a bar graph and schematic drawings which they prepare in the production area of the Instructional Materials Center.

Briefly, the Instructional Materials Center can serve small groups by

(1) Having available a wide range of materials.

(2) Suggesting to the group ways to attack its problem.

(3) Assisting the group in choosing and evaluating materials.

(4) Assisting the group in assembling and preparing materials for classroom presentation.

The materials coordinator must be at hand to help teachers and students and to answer their inquiries.

Classes, groups and individual pupils come to the Instructional Materials Center when need is evident. In this way the Center's facilities are used more effectively and the energy and skill of the Instructional Materials coordinator is available to those who need it most.

(d) Teacher Use of the Instructional Materials Center

During the pre-school planning week Helen Brown, the coordinator of the Center, invites all new faculty to the Instructional Materials Center. She shows each teacher the materials pertaining to his subject and points out general reference and browsing areas. John Keller, the Industrial Arts teacher, asks about visual materials for machine shop work. He feels that a film or filmstrip can sometimes show certain points more effectively than class demonstrations. Miss Brown quickly finds film catalogs from industries and from film rental libraries. The card catalog reveals that the Instructional Materials Center owns several filmstrips on this subject. Also the picture

and poster file yields several large, clear illustrations of prevision machine techniques suitable for bulletin board display. Survey of the professional section of the library finds several books for teachers of industrial arts with sections pertaining to machine shop practice. Mr. Keller discovers other books and articles in the bibliographies and asks Miss Brown to secure several from the district Instructional Materials Center or from the State Library.

Mr. Smith, the music teacher, is delighted to find many books, periodicals, records and tapes related to his field and settles down happily to browse. Miss Brown calls his

attention to the file of resource people which yields the name of a former opera performer, now retired and living in the community, who is willing to talk to student choral groups. Mr. Smith thinks that she could be helpful at operetta time also and writes down the name so he can contact her.

Mrs. Parsons, the home economics teacher, approaches Miss Brown. "Do you have materials to help me; I'm taking a class on Wednesday night at the University Extension Center?" Miss Brown says, "Bring in your bibliographies. I'm sure we can secure materials for you if they are not available here." She leads the way to the professional area and points to several books and periodicals. "Here are several things you may find on your lists. These helped Mrs. Thomas last year when she was taking a similar course."

And so goes the help furnished by the Instructional Materials Center to the individual teacher. It may help him grow professionally; it may make his teaching more meaningful; it may broaden the experiences of the students; it may enrich his personal life.

Serving the School Administrative Staff

The preceding sections have shown the operation of the Instructional Materials Center in relation to certain instructional

areas. Another important value of the Center is in the field of general school administration and in school public relations programs. Some questions in this area might be:

(1) Principal: What material do you have that I can use for a teachers' meeting to explain the National Defense Education Act?

(2) Director of Curriculum: Will you set up an exhibit for new teachers showing the instructional resources we have available?

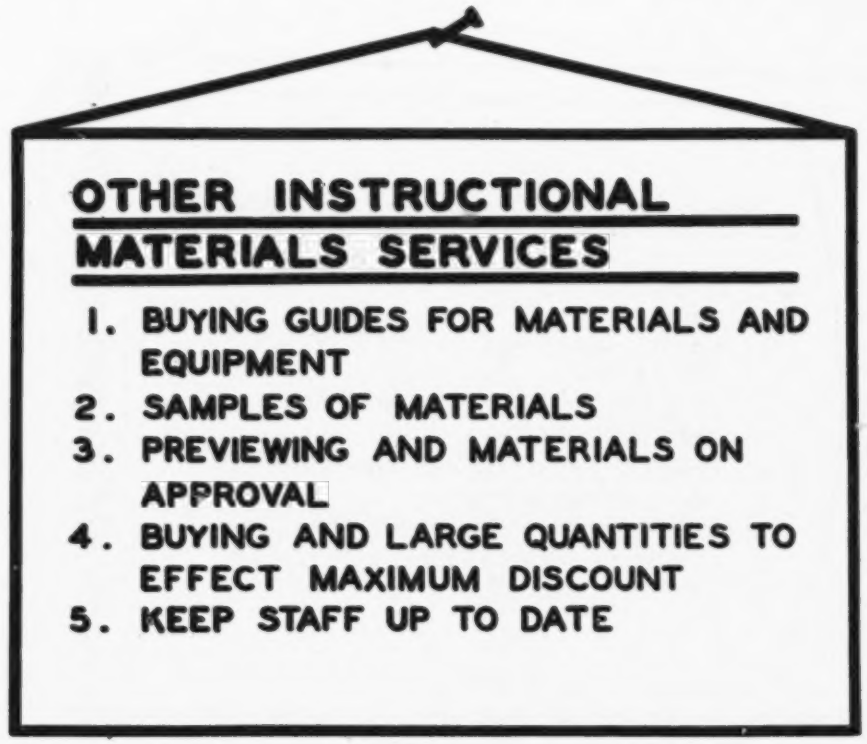
(3) P.T.A. Chairman: What are other schools doing with Educational TV?

(4) Counselor: The Guidance Department plans to purchase a tape recorder; will you help us make a selection?

(5) Special Education Teacher: Could you arrange to have these materials transcribed into Braille?

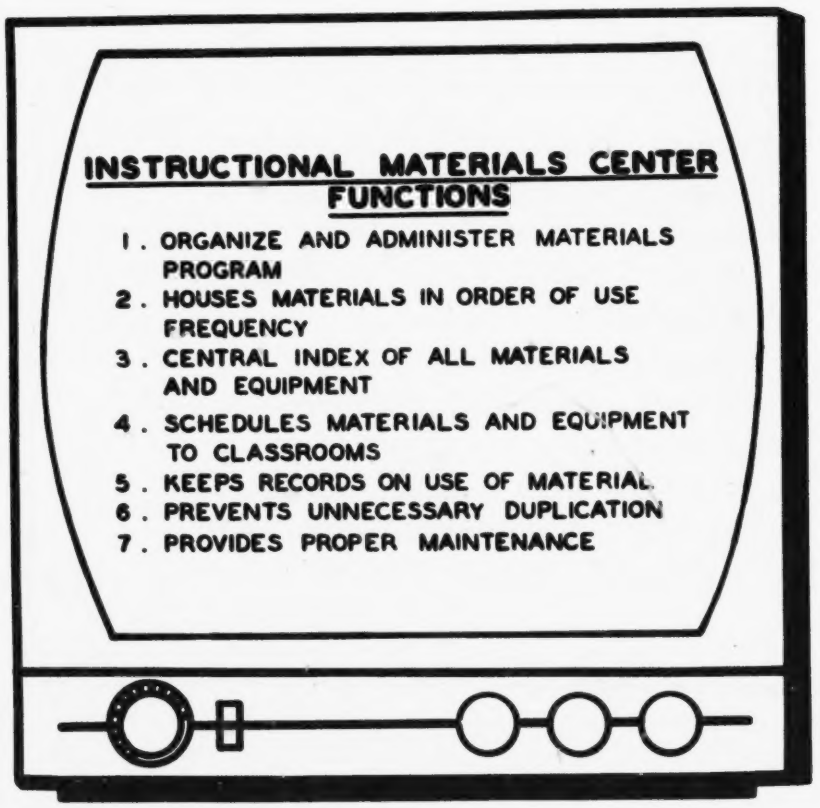
The Instructional Materials coordinator, together with the building principal and the curriculum director, can work as a team to make certain that the quantity and quality of the instructional materials are adequate for the program desired.

The Instructional Materials Center and its staff can give professional assistance in the selection and evaluation of material; have available an assortment of buying guides for all types of materials and equipment; arrange for previewing and on-approval orders; and through quantity buying, receive a benefit through discounts of appropriate materials. Through the Instructional Materials Center new teachers may be oriented to building resources, and all teachers and administrators may receive knowledge of the newer developments in materials.


OTHER INSTRUCTIONAL MATERIALS SERVICES
1. BUYING GUIDES FOR MATERIALS AND EQUIPMENT
2. SAMPLES OF MATERIALS
3. PREVIEWING AND MATERIALS ON APPROVAL
4. BUYING AND LARGE QUANTITIES TO EFFECT MAXIMUM DISCOUNT
5. KEEP STAFF UP TO DATE

The mere acquisition of materials and equipment does not, in itself, guarantee maximum utilization. The Instructional Materials coordinator organizes and administers the materials programs; stores and houses materials according to frequency of use in classroom, building centers, and the system center if one is available; has a central index of all materials and equipment; keeps records on use of materials; schedules and routes materials and equipment to classrooms; and prevents unnecessary duplication of materials and equipment.

Economy in operation can be gained and greater materials effectiveness insured if proper maintenance is provided. The Instructional Materials Center checks equipment and materials periodically for preventive maintenance, does minor repairs within


INSTRUCTIONAL MATERIALS CENTER
FUNCTIONS
1. ORGANIZE AND ADMINISTER MATERIALS PROGRAM
2. HOUSES MATERIALS IN ORDER OF USE FREQUENCY
3. CENTRAL INDEX OF ALL MATERIALS AND EQUIPMENT
4. SCHEDULES MATERIALS AND EQUIPMENT TO CLASSROOMS
5. KEEPS RECORDS ON USE OF MATERIAL
6. PREVENTS UNNECESSARY DUPLICATION
7. PROVIDES PROPER MAINTENANCE

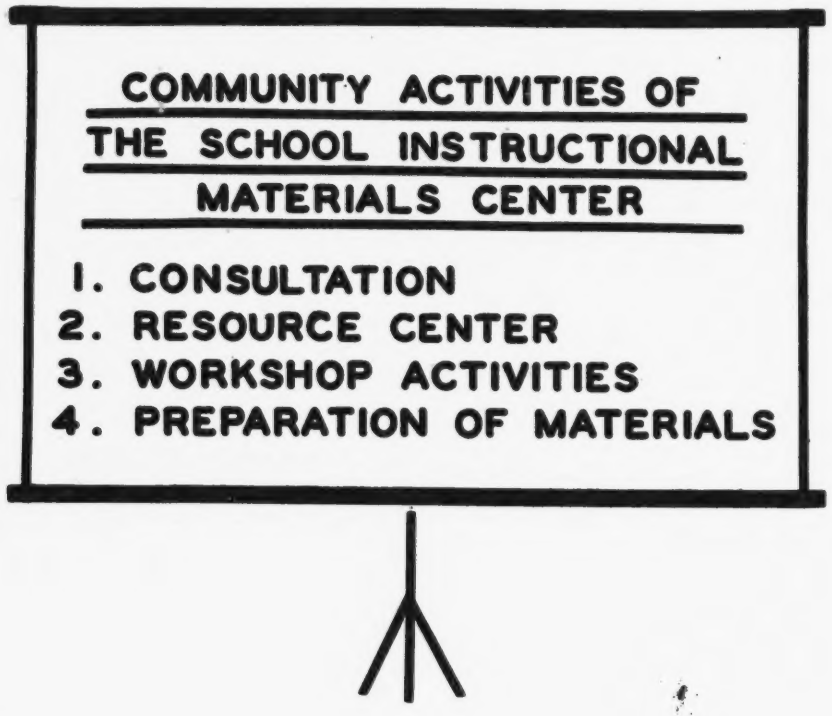
the Center, arranges for major repairs, and disposes of materials and equipment when worn out, obsolete or superfluous. Further, the Instructional Materials Center can arrange for borrowing materials and equipment and by careful routing allow the acquisition of certain expensive items not feasible for each classroom.

An effective Instructional Materials Center may, therefore, not only systematize certain operations within the school but also acts as a cohesive agent in promoting better instruction throughout the learning program.

Serving the Community

If a school is to function as an integral part of a total community culture, it follows that component parts of a school shall function in a like manner. Schools generally make their facilities available wholly or in part to community groups; this may include room usage, materials and equipment usage, and the availability of staff personnel for professional consultative services in their special fields of competency.

The Instructional Materials Center and its staff, therefore, have an important role in school-community relationships. The uniqueness of much of the material and equipment lends itself to extensive community use. A problem often arises as to the extent to which community needs may be met without compromising the effectiveness of the regular school program.



Although it is technically the responsibility of the school administration to determine the extent to which school facilities and personnel may be used to meet community needs, it is the purpose of this section to define those areas germane to Instructional Materials Center operation and to make recommendations regarding each. These areas of activity may be roughly grouped under these four general headings:

(1) Consultations--in which the Instructional Materials Center coordinator gives professional advice to individuals or groups about the availability of, use of, and evaluation of materials and equipment.

(2) Resource center--in which the Instructional Materials Center coordinator makes available the materials and equipment of the Center for community use both in and out of the school proper if such services or resources are not available elsewhere in the community.

(3) Materials preparation--in which the Instructional Materials Center coordinator prepares various materials requested by community groups for community-oriented projects.

It is evident that the above activities could so monopolize the time and facilities of a Center and its personnel as to leave little free time for the regular school program. Safeguards must be established which will permit community use and service without jeopardizing the functional effectiveness of the Center in the school program. The basic criterion is that community service should be limited to community-oriented activities in which the school as an agency is playing an integral part.

PERSONNEL

Research and observation tell us that children learn best through rich educational experiences which include appropriate use of a wide variety of instructional materials. Simply providing these learning materials in the school does not guarantee that good education will result. However, an able instructional materials person will assure that students and teachers use available resources with greater skill and interest. As the quantity and complexity of printed and audio visual materials increase, it is even more necessary that such a person be present to help select and organize properly the many types of materials and equipment needed for instruction.

The person responsible for such a center may be known as an instructional materials specialist, director, learning materials coordinator or instructional materials librarian. Terminology will vary among districts or school systems. In this bulletin, the person responsible will be designated as the instructional materials coordinator.

The instructional materials coordinator helps teachers locate books, films, pictures, pamphlets and other teaching materials for use in the classroom and provides leadership in developing those materials needed to meet special demands with the school. This person also works directly with students in guiding their selection and use of materials for individual needs and interests. A primary objective is to develop in students the lifetime habit of being discriminate in the use of all materials of communication.

The materials coordinator, working closely with administrators, consulting with teachers and guiding students, should be a mature individual with a background of successful classroom teaching and with the ability and desire to be of service. The flexible, open-minded attitude of this person is of vital importance to the success of such a center.

Would it be best to choose a person presently in the system for the task or to employ another individual specifically prepared for the materials center job? This question can be answered better after the areas of knowledge necessary to the job are listed and the qualifications of the librarians, audio visual persons and classroom teachers now in the system are evaluated.

What Competencies Should the Professional Personnel of an Instructional Materials Center Possess?

(1) To work effectively with pupils and teachers, the instructional materials coordinator should have--

knowledge of children's growth, development and learning processes.
understanding of students' interests and recognition of abilities at all ages.
ability to work effectively with individuals and groups of students, teachers and the public.
skill in motivating the faculty to select, use and evaluate materials in their field through in-service and curriculum development procedures.

(2) To work with all areas of the curriculum the instructional materials coordinator should have--

awareness of the basic content of subject matter areas.
knowledge of the local curriculum program and its objectives.
knowledge of educational trends and curriculum development practices.
knowledge of general methods of attaining instructional objectives at all grade levels.
knowledge of teaching techniques.

(3) To understand and cooperate fully with the community the instructional materials coordinator should have--

awareness of activities and events in the community and their importance to the curriculum.
knowledge of a wide variety of possible visitations to community resources for all grade levels.
knowledge of the resource persons and materials available in the community which can contribute to the curriculum.
understanding of the importance of good school-community relations.
ability to provide consultation and service to community groups within the school policy.

(4) To be discriminating in the selection of materials the instructional materials coordinator should have--

knowledge of how to provide for levels of reading ability and reading interests.
awareness of sources for instructional materials, including educational films, filmstrips, recordings, books, reference volumes and professional literature.
skill in selection of printed and audio visual materials.
knowledge of content, grade level suitability and potential

utilization of available materials.
knowledge and application of research results in the areas of learning and communication skills.
an ability to guide pupils and adults in the preparation of instructional materials such as slides, maps, charts, graphs, mock-ups, models and specimens.

(5) To skillfully carry on practical procedures the instructional materials coordinator should have--

understanding of the skills necessary to acquire, organize and house materials and equipment so that it is accessible to teachers and students. (This includes techniques of evaluation, selection, distribution, classification and cataloging.)
ability to establish centralized procedures for odering, cataloging, and processing of materials.
knowledge of equipment, its operation and care.
ability to schedule equipment, materials and rentals.
skill in minor repairs in all fields such as splicing, lamp replacement and book mending.
skill in administrative procedures including budgeting and the direction of the clerical personnel of the Center.
ability to train others in the operation of audio visual equipment.

It is unlikely that a person would be prepared equally well in all phases of instructional materials services. However, the individual best suited for the instructional materials position will be aware of these areas and will be willing to gain needed skills. He should be well informed about the latest developments in the field and familiar with recent professional literature and research. He should be aware of new materials and equipment and have sufficient insight to recognize the need for additional training.

What Personnel Will Be Needed to Staff the Center?

The size of staff necessary to operate an efficient Instructional Materials Center will vary according to the enrollment of the school, the curriculum, instructional methods used and the services that are provided by the Center. A school with an enrollment of 500 students will require at least one professionally qualified instructional materials person and a full-time clerk. As the enrollment increases both professional and clerical personnel should be increased proportionately. Adequate clerical help is especially necessary to insure that the materials coordinator is available to the students and teachers when needed and is able to devote his professional abilities to professional activities.

Where Can an Individual Gain Needed Skills and Knowledge?

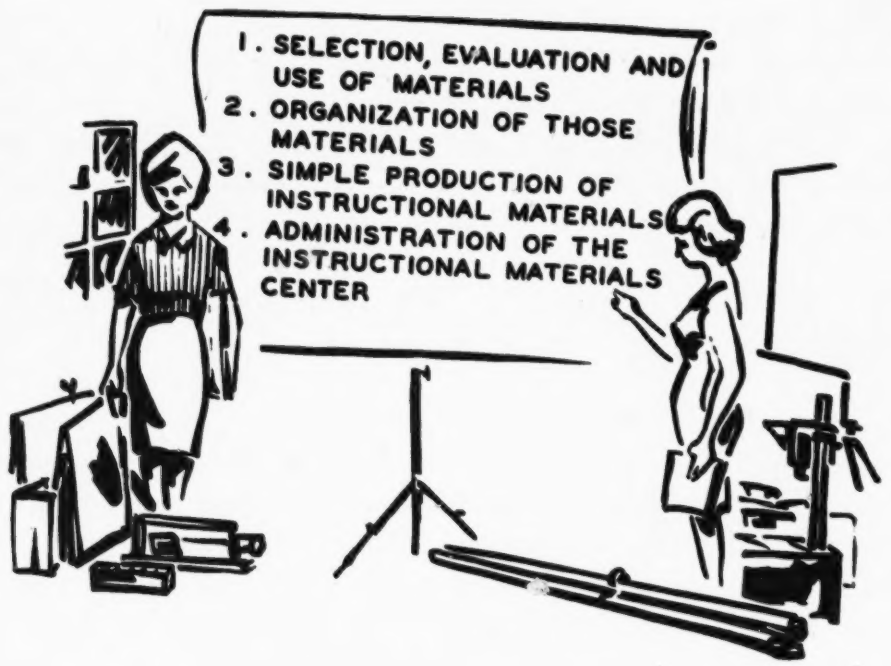
If a librarian, classroom teacher or audio visual person wishes to learn more about instructional materials services, many sources

of information are available in addition to professional books and periodicals. Consultants from the state department of public instruction, the state library, and some county offices of education and institutions of higher learning will supply information and give guidance. State organizations such as the Michigan Association of School Librarians and the Michigan Audio Visual Association are willing to help as are national organizations such as the American Association of School Librarians of the American Library Association and the Department of Audio Visual Instruction of the National Education Association. Often individuals in charge of these services in nearby school systems, as well as teachers in the same school system, have interests and backgrounds which will be helpful in supplying information and demonstrating needed skills.

What Professional Education is Recommended for the Instructional Materials Coordinator?

The instructional materials coordinator in the school must be a qualified teacher and must meet certification requirements for teaching at either the elementary or secondary level. Since the Instructional Materials Center is an amalgamation of the school library and audio visual services, the person must also fulfill state certification requirements for the school librarian and complete those courses in audio visual education basic to effective work in this field. A strong background in general education--science, social sciences, and the humanities--is highly desirable because the person needs basic knowledge in these areas if he is to provide competent assistance to teachers and students in selecting, interpreting, and using materials.

The materials coordinator must embrace the very best educational philosophy and be well informed concerning curriculum development procedures and research findings. Particularly strong preparation in the area of child growth and development is also essential. Course content recommended as basic preparation for


1. SELECTION, EVALUATION AND USE OF MATERIALS
2. ORGANIZATION OF THOSE MATERIALS
3. SIMPLE PRODUCTION OF INSTRUCTIONAL MATERIALS
4. ADMINISTRATION OF THE INSTRUCTIONAL MATERIALS CENTER

the instructional materials specialist should encompass these areas:

Materials--Selection, Evaluation and Use

Reference materials
Children's literature
Adolescent literature
Audio visual materials and equipment
Curriculum materials
Book selection

Organization of Materials

Cataloging and Classification

Materials--Production

Preparation of simple instructional materials

Administration of the Instructional Materials Center

Administration of audio visual services
School library administration

Degrees:

The prospective instructional materials coordinator may complete basic courses as a part of the Bachelor's or Master's degree. At the Master's level, it is recommended that candidates plan a major in either audio visual administration or library science, building on the minimum courses specified above.

What Can Be Done To Get Started?

It is economical and efficient to begin by hiring a person fully qualified to administer an Instructional Materials Center.

In some schools there is a librarian responsible for printed materials and another person who coordinates other instructional materials and equipment. In such a case it would be well to combine these two functions under the leadership of the better qualified person.

If these are not available there are several alternatives:

1. A teacher from the staff with some library training could be initiated into beginning an Instructional Materials program. In this case she could teach part-time and be responsible for the Center part-time.

2. Also, it would be possible to start a program with a teacher who has demonstrated skill in enriching a classroom program through the use of a wide variety of instructional materials. Such a person, effective in communicating with other staff members and children, could give advice and counsel to assist other teachers in the use of materials, resources and equipment.

These partially trained or untrained individuals need adequate time to devote to this activity as well as time and opportunity to obtain further training. Workshops and in-service programs which include visits to already established centers could be part of this training to encourage teachers and librarians into the instructional materials concept. This further training should be encouraged by

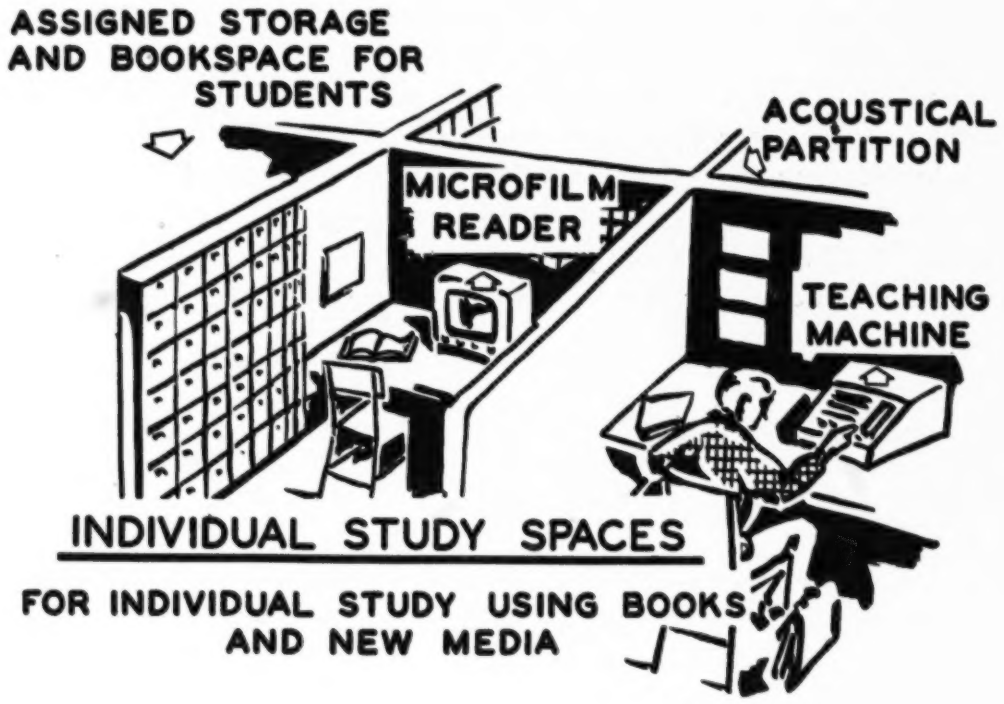
the administration. With this added experience and training these individuals can offer all the needed services and, therefore, the Materials Center can make a real contribution to improving and enriching instruction.

Many of our colleges and universities already offer courses in library services and audio visual instruction. A number of colleges and universities have developed a combination of courses in these areas to prepare students for leadership in the instructional materials field. A person interested in becoming an instructional materials coordinator could take courses with such content as described in earlier sections of this pamphlet in order to prepare for directing an effective Instructional Materials Center.

Few Instructional Materials Centers have been created in a short space of time. Many of the most effective materials facilities have grown slowly over a period of years. Most Centers begin in a small way and as teachers and students become aware of their value the Centers increase in size and scope of service.

FACILITIES

Any program can function most efficiently if it is carried on in a facility designed for its use. The following material shows the types of areas necessary for an Instructional Materials Center program. In each case suggestions are made as to adequate specifications for such activity.



(1) Study Area

Functions:

Reading, Listening and Viewing
Individual Study
Small Groups
Large Groups

Students come to the Center individually or in groups to locate and use books, magazines, and other materials. To stimulate student interest in these materials and to encourage independence in finding them, it is necessary to have the materials shelved or housed openly in the reading area. Tables and chairs should accommodate 15 to 20 per cent of the school enrollment. If the number of

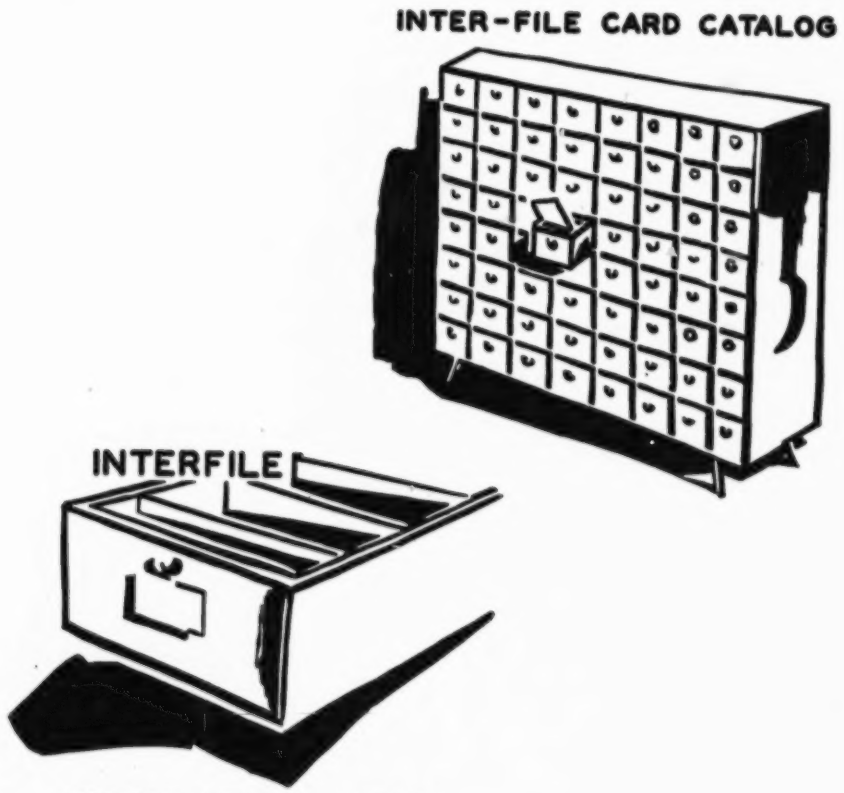
students exceed 100 in one reading room, additional reading areas should be provided. Separate facilities for elementary and secondary schools are recommended, if a facility must serve combined schools, separate areas are necessary for elementary school and high school students; counter-height shelving may be used to define the two areas. Space is needed for a circulation desk where records will be made of all materials loaned for use outside the Center. The desk should be located to permit easy flow of traffic and supervision of exits.

Recommended space allocations: Thirty to thirty-five square feet per seated user has been found to be adequate for tables, chairs, aisles, and essential equipment as noted below:

Shelving: There should be sufficient shelving for ten books per pupil, estimating eight books per shelf foot. Open, adjustable, free standing shelving should be provided for all available wall area. Low shelving beneath all glass-window areas is desirable. Two or three sections of counter-height shelving (usually double-faced) may serve to define usage areas as well as to house books. Standard free standing shelving (length, 3'; depth, 8"; thickness, 7/8" - 13/16"; height of case, 5'-6' elementary school; 6' junior high; 6' - 7' senior high) will provide for the majority of books. Picture books, reference books and current magazines need special shelving.

Seating: Tables and Chairs. Rectangular tables, 3' ¼ 6'6" round tables 4' in diameter, or other irregular shaped tables seating four to six students are recommended. Individual study spaces (carrels) are desirable for students who need to work alone. Height of table and chairs should be appropriate to the age of the children. Four to five foot clearance is needed between tables and between tables and shelving.

Circulation Desk: Rectangular, L-shaped and U-shaped desks are available and should be large enough to circulate books, magazines, and audio-visual materials.



Catalog Card Case: A minimum of twenty drawers is recommended to allow space for records of audio-visual as well as printed materials. Case should be sectional piece so later expansion is possible. Catalog equipment should be secured from a reputable library equipment dealer.

Filing Cases: Three or more 4-drawer, cases will be essential for pamphlets, pictures, and clippings.

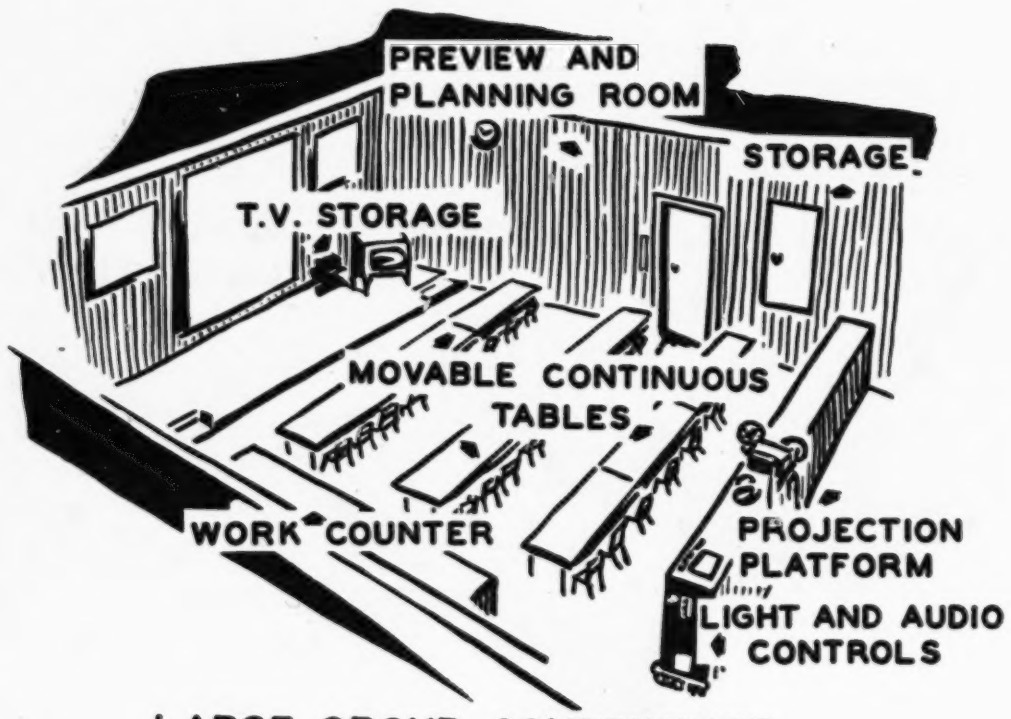
Book Trucks: At least two trucks are needed for handling materials in reading areas.

Display areas: Two bulletin-boards, each with an area of 16 - 20 square feet, are recommended.

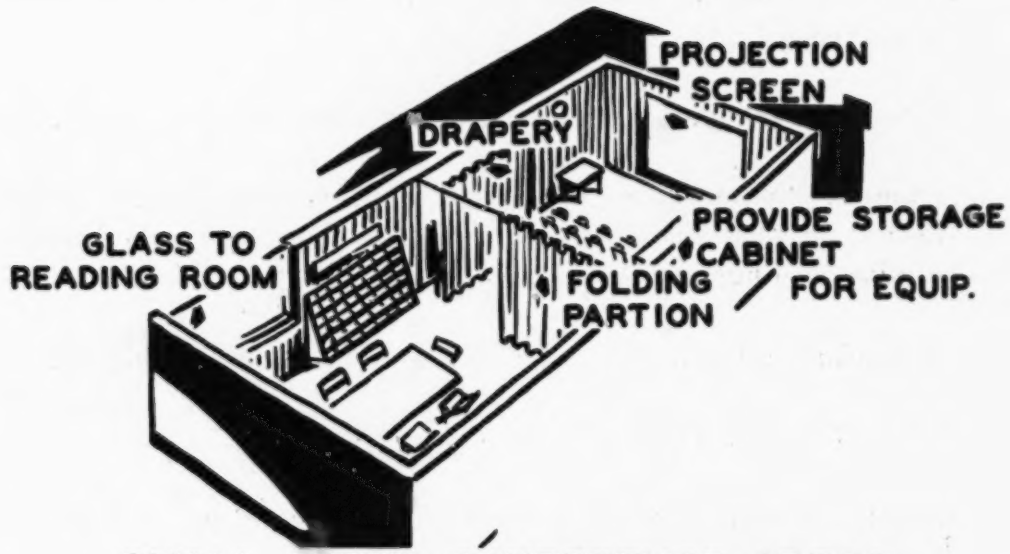
(2) Conference Area

Functions:

Group Study and Discussion
Materials Classroom
Listening and Viewing
Teacher Preview of Materials



LARGE GROUP CONFERENCE



SMALL GROUP CONFERENCE AREAS

Small groups of students frequently need space for reference assignments where they can work together without disturbing others. Individual students need area where they can listen to tapes and recordings. Two small conference-listening rooms with space in each for five students and a table for a recorder or record player will provide for both types of activities. These rooms should be adjacent to the main reading area; clear glass, counter-height partitions will facilitate supervision.

Recommended space allocation: A rectangular room with minimum dimensions of 12' ¼ 20'. Each conference-listening room should have an area of about 120 square feet and be well sound-proofed.

Essential furnishings and equipment:

Seating for 10 - 15 persons. All classrooms in a new building should be equipped for projection. The preview room, therefore, will need to accommodate only small groups of teachers or students.

Open low shelving beneath glass window area is desirable.

Adequate darkening facilities for projection are needed. Ventilation systems should be so designed to prevent sound transmission to other areas.

Acoustical type ceiling and sound-proofed walls and doors.

70'' x 70'' wall mount screen.

Electrical outlets: Four or more 15 ampere outlets on separate circuits at rear, front, and sides of room.

1½'' conduit for speaker cable and TV coaxial cable.

3/4'' conduit system for at least forty outlets in the floor or side of room for telephones, two-way system, etc.

TV antenna receptacle. Should terminate in front of room.

Bulletin boards running full length of both sides of room. A counter 24'' wide may be placed under one of the bulletin boards.

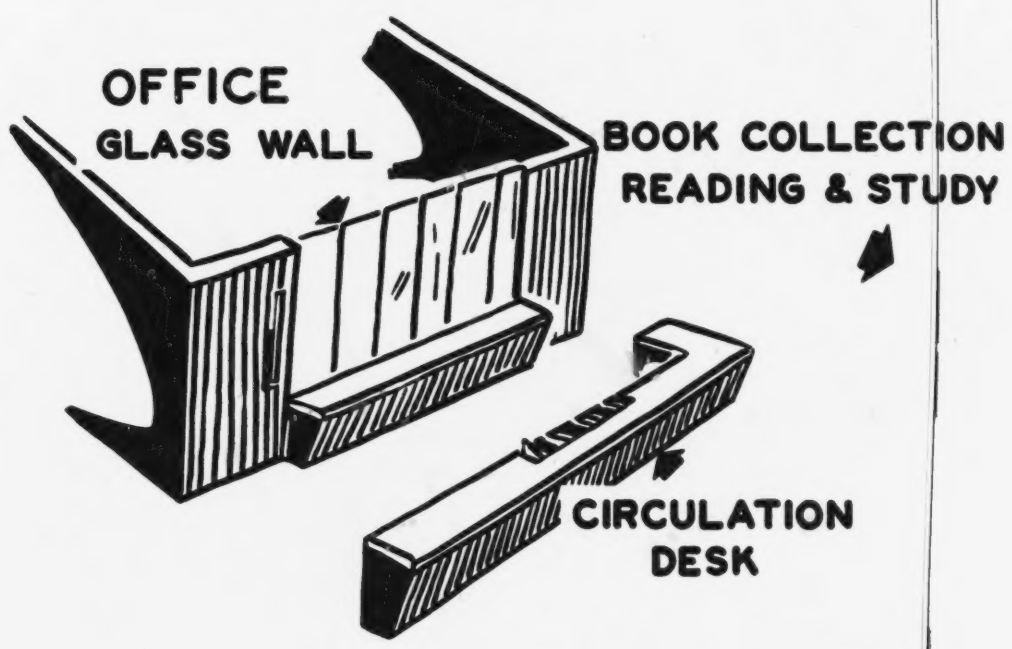
The Instructional Material Center should have a classroom for teaching the use of materials and equipment. This area can be used for a large conference area, film processing room, professional materials area, etc.

Teachers should evaluate audio-visual materials before selecting them for classroom use. This activity requires a separate area to permit effective projection and to avoid disturbing others. This room needs facilities for projection of films, filmstrips, slides, and opaque materials; for planning recordings; and for the demonstration to student assistants of processes and skills.

Recommended space allocation: Each materials classroom or large group conference room should have an area of about 1000 square feet.

(3) Office Area

Functions:
Instructional Materials Center Control
Staff Office Work
Receiving and Distribution



Office: An office for the materials coordinator and possibly a clerk will permit some privacy and also allow a maximum amount of supervision of the student working areas. It should be large enough to accommodate business correspondence files, telephone, typewriter, book shelves, office desks, and chairs.

Work Area for Printed Materials: Space is required for such activities as unpacking, checking, and stamping all incoming materials, typing cards, lettering books, pasting pockets, mending and simple repairs, preparing shipments for the bindery, inspecting materials for discard, etc. These tasks require a separate area adjacent to the main reading room with counter-height clear glass partitions to facilitate supervision.

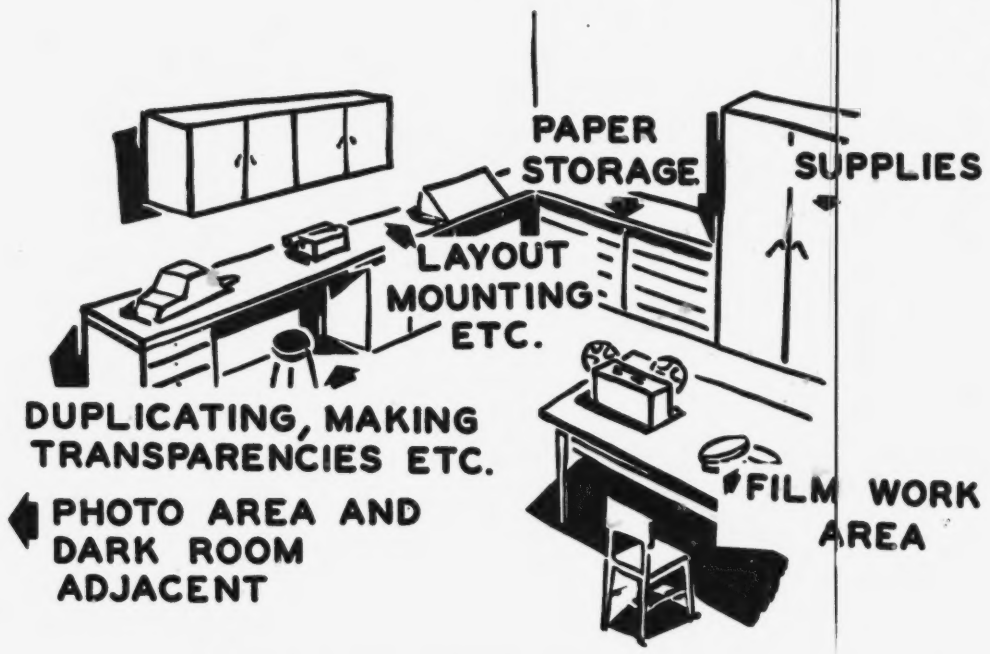
Work Counter: This working top is required and shoudl be equipped with a sink.

Shelving: All available wall areas should be utilized for adjustable shelving.

Card Case: This file is needed for librarian's business records and does not duplicate the card file in the general reading area. A six-drawer unit with table base is recommended.

(4) Production Area

Functions - Production of:
- Graphic Materials
- Audio Materials
- Photographic Materials
- Three-dimensional Materials
- Etc.



PRODUCTION AREA

The size and equipment of an area for production in the Center will depend upon the program and needs of the individual school. In some schools graphic materials may be produced in the crafts and industrial arts facilities, recordings in the music room, or they may be produced in the laboratory-type classrooms, not in the Center. It is highly desirable, however, to provide a small work space in the Instructional Materials Center for making such things as charts, flannel board materials, posters, slides, overhead transparencies, or displays. Some schools may require a sound-proofed radio and television studio and a photographic dark room equipped for copying, developings, and enlarging. Space may also be provided for the school intercom unit.

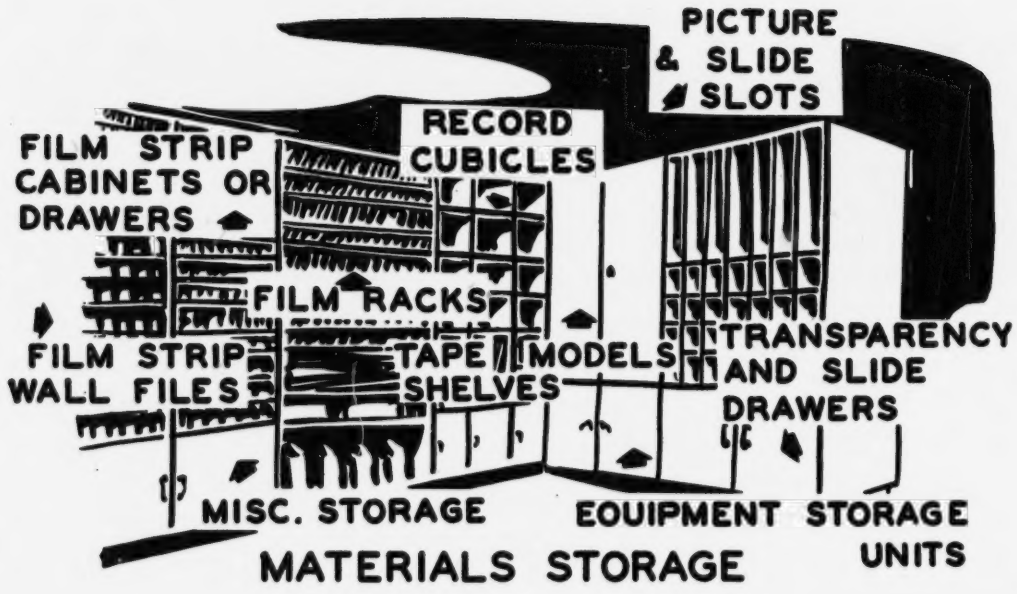
Essential equipment for a small production area would include a work table; drawing table; duplicator; typewriter with display size type; slide file with shallow drawers (30 x 40 inches) for poster papers, cardboard, and similar materials; and cupboards for storing paint and other supplies; a photocopy device; a slide sorter; a dry-mount press; large paper cutter (30 inches); supplies and some type of production kit which would provide the teacher with sufficient tools and materials to make simple visuals for classroom use.

(5) Storage Area

Functions - To Store:
- Books
- Audio-Visual Materials
- Audio-Visual Devices and Equipment
- Graphics
- Etc.

Provisions have to be made for the storage of all materials that are not desirably housed in the Reading and Study Area. There generally three types of material which have to be cared for: (1) back files of magazines, (2) audio-visual materials, and (3) audio-visual equipment. School supplies and sets of required classroom textbooks or free textbooks are not considered appropriate materials for the Center.

Back Files of Magazines: Since back issues of magazines are used frequently by students and faculty for reference, a storage area to accommodate back files of selected titles for a period of three to five years is essential. Elementary schools may keep 10 - 25 magazines and high schools may keep from 50 - 80. The magazines storage area should be adjacent to the reading and study area if possible.



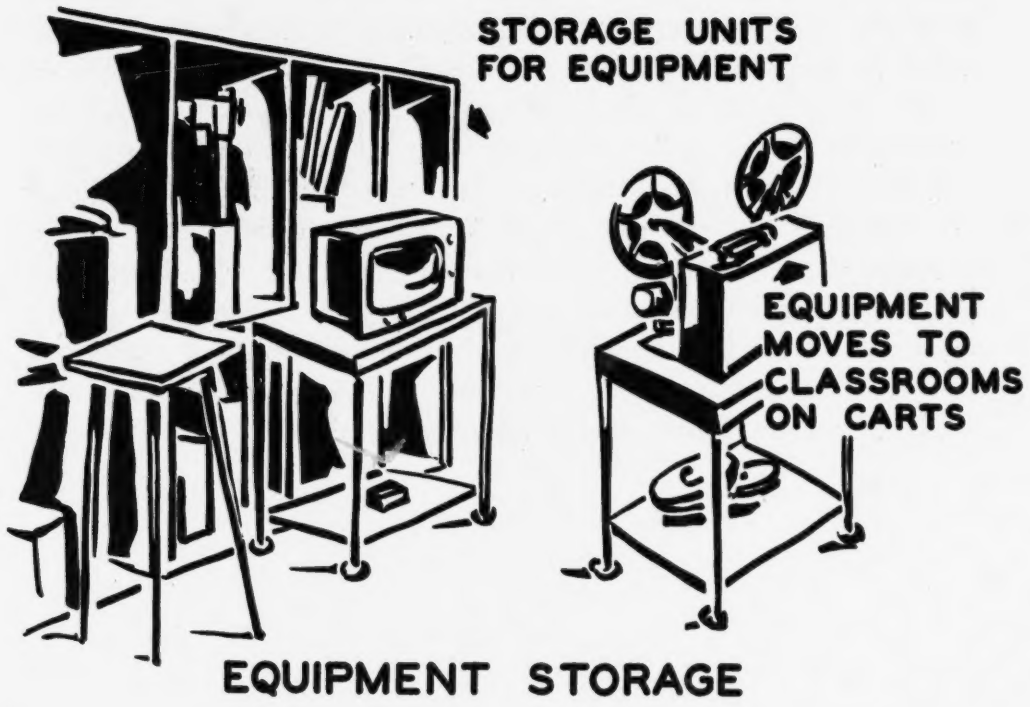
Aduio-Visual Materials: Films, slides, filmstrips, records, maps, and microfilm, and display equipment may be stored in metal or wood cabinets and shelves. Since the type and amount of such material will vary widely from school to school, no definite specifications are given for space allotment.

Audio-Visual Equipment: A large storage area is needed for audio-visual equipment because most heavy items are mounted on portable carts to make moving easier. The table below indicates the number of each type of audio-visual equipment recommended for a 500 pupil school and the amount of space required for storage when the item is mounted on a cart appropriate to its height and size.

Item	Number Needed	Space Required
16 mm. projectors	2-3	2' x 6'
Opaque projectors	3	2' x 6'
Overhead projectors	3-4	2' x 6'
Record players (only 3 stored and mounted in the Center)	10	Total 16 sq. ft.
Tape recorders	5	Total 15 sq. ft.
Slide and filmstrip projectors	5	12'' x 15''
TV sets	1	5 sq. ft.
Screens (most classrooms will be equipped with wall screens)	2	6' x 6'

The storage requirements for the Instructional Materials Center may be accommodated in one large room or in several smaller ones. Back files of magazines and such audio-visual materials as films, filmstrips, recordings, and tapes should be readily accessible at all times and are desirably housed in an area adjacent to the reading and study areas. Equipment, maps, globes, and objects may be located in a room further removed from the reading area.

Work Area for Audio-Visual Materials: Space is required for storage of such supplies as lamps, cords, sockets, switches, film cement, and extra reels.



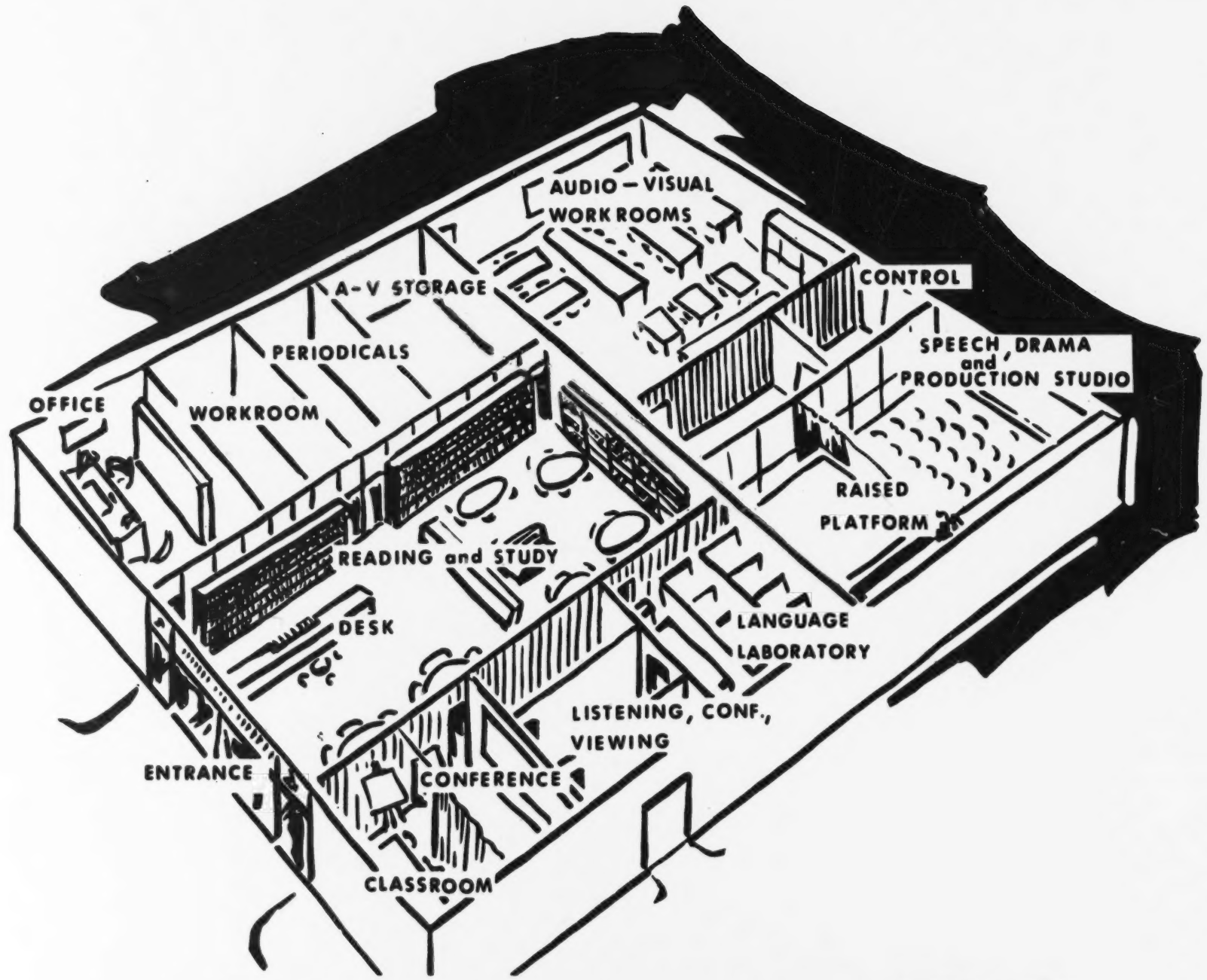
(6) Display Area

Glass wall cases facing the corridors outside the Center are useful for publicizing its resources. Cases should be well lighted and provided with locks and removable combination cork-board, pegboard backing. A case 4' x 4' x 18'' deep is recommended. Cork or vinyl fabric faced Bulletin Board as listed before and at least one section of 4' x 4' Peg Board is recommended.

Some Display areas are recommended in the Center.

(7) Adjacent Areas

Rapid developments in audio-visual materials and equipment and continuing increase in the use made of them by teachers require an Instructional Materials Center sufficiently flexible that it may be expanded and modified when necessary. The location of the Center is all-important in this respect. The areas in the Center should not be rigidly circumscribed; partitions should be of the non-bearing type that will allow for alterations, and wall shelving throughout should be free-standing. A location near those classrooms in the school which will make most frequent use of the Center is desirable. If the program of the school is such that students are scheduled to a study hall, the room used for that purpose should be near or adjacent to the Center. If possible the Instructional Materials Center should have easy access to a service entrance for sending and receiving instructional materials.



POSSIBLE LAYOUT FOR AN IMC

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